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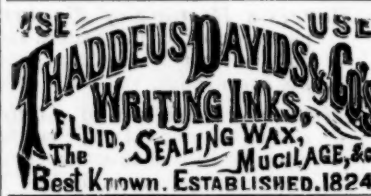
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New York, March 27, 1880.

SOME teachers and school officers always furnish us with notes of educational events. The holding of Associations, etc., etc. Others pay no attention to those matters. This is all wrong. Pour in upon us information concerning all events that effects the schools,—it is your duty.

We regret we cannot publish all the correspondence which comes from subscribers: nor can we reply to the letters—time and space would fail us. Yet, we desire that all should write us, and we will select such as we deem interesting to our readers—in fact, we wonder that more do not write. The JOURNAL is the organ for the expression of opinion on education, and it ought to be used. Let no one think because we do not reply to the friendly letters that reach us that it is because of indifference. Not at all, good friends.

In New York only those who can show they are physically able are to be permitted to teach. A great many have the idea that it is easy work, but it is quite the reverse. They select it because they can sit down a great deal, because the hours are short, etc. It requires the best kind of health. The vitiated air, laden with the impurities discharged by the lungs, as well as with the exhalations of the body induce a variety of diseases, especially do they reduce the tone of the physical organization. A female of little vitality to start with, having say 75 per cent. instead of 100, by the depressed air is lowered to 60, perhaps less, and soon a cold brings on fatal sickness. The school-room demands health.

THE criticisms of the press on the schools are making some quite restive. Yet these are written by practical teachers. The Philadelphia Ledger, for example, secures articles from this class. And it is noticeable that the enlightenment of the public mind has made steady progress. Trustees and Boards of Education are set to thinking; they see the reasonableness of the ideas advanced and insist on their adoption. Constant agitation will gradually convince the public that it cannot afford to have all sorts of people occupy the teacher's place, nor to pay them poorly nor to pay the teachers of the little children the least of all.

Do you know a person who loves to learn, and who has, besides, the gift of explaining his knowledge to others? That person will become a teacher. The common idea has been that any one who possessed book-knowledge could teach—the power to impart was entirely overlooked. John B. Gough is not a learned man, surely, but he can make a powerful impression for good on thousands at the same time. The teacher must be able to convey, not simply knowledge, but his ideas. Not every well-bred man or woman can teach if they have the requisite knowledge. The effort of a community should be to get those who are adapted to teach into the school-room—and only those.

THE Fishkill Standard says:—

"It is no use of ignoring the fact that the Quincy method is to have a decided bearing upon the educational system of our country, and time alone can tell whether in its development it will sustain all the praise that has been bestowed upon it where it has been thoroughly tested."

The term "Quincy methods" will be used, and will mislead many. All good teachers employ methods very much like these. The peculiar significance of the method at this time is that in the development of the school system in cities, it has developed into a routinism—which means death in art, education and religion.

It is slowly, very slowly, dawning on the public mind that it has made a great mistake (1) in putting in cheap teachers in the primary schools, and (2) in paying very cheaply the good teachers who labor there, and (3) in crowding the classes. All of these things exist, and all must be reformed. If a girl seeks employment, she will try to get into a primary school—"Why, any one can teach those little things, you know." Ex-Gov. Parker said he was once a school officer, and was asked to grant a license to a young lady of very limited qualifications. Anxious to please and also to do his duty, he finally consented, and wrote as follows—"Mary Ann Jones is hereby licensed to teach a very small school of very small children." And that was supposed to indicate good judgment. But was it?

Do TEACHERS set a proper value on their own profession? We think not. Principals of famous schools in this city have died and out of all the 3,000 fellow teachers not one has written a line for this JOURNAL that exists to magnify the profession of teachers. And, still, teachers fairly boo-hoo, because the public sets no value on the teacher! Wonderful, isn't it. The wise old public will wait to see the teachers praise it first. Note the difference when a minister dies, or is installed, "Rev.—was installed as pastor of the—last—". The following exercise took place—Rev. Mr.—enters on his work with every promise of success. He is etc., etc., etc." The religious papers are filled with obituary notices of deacons, elders, ministers, etc. These people value religion.—Let the teacher begin to value education.

California.

We have been requested to give information concerning our excursion to California. The facts are these:—Several teachers intending to go, propose that we shall organize a party, so as to reduce expenses. We shall be ready to hear from all who want to go during the summer vacation. Enclose stamp for reply.

The Influence of Pestalozzi.

Familiar as Pestalozzi's name is to our ears, it will hardly be pretended that he himself is well known among us. His life and personal character—the work he did himself, and that which he influenced others to do—his successes and failures as a teacher, form altogether a large subject, which requires, to do it justice, a thoughtful and lengthened study. Parts of the subject have been from time to time brought very prominently before the public, but often in such a way as to throw the rest into shadow, and hinder the appreciation of it as a whole. Though this has been done without any hostile intention, the general effect has been in England to misrepresent, and therefore to underestimate a very remarkable man—a man whose principles, slowly but surely operating on the public opinion of Germany, have sufficed, to use his own pithy expression, "to turn right round the car of education, and set it in a new direction."

One of the aspects in which he has been brought before us—and it deserves every consideration—is that of an earnest, self-sacrificing, enthusiastic philanthropist, endowed with what Richter calls "an almighty love," whose first and last thought was how he might raise the debased and suffering among his countrymen to a higher level of happiness and knowledge, by bestowing upon them the blessings of education. It is right that he should be thus exhibited to the world, for never did any man better deserve to be enrolled in the noble army of martyrs who have died that others might live, than Pestalozzi. To call him the Howard of educational philanthropists, is only doing scant justice to his devoted character, and under-estimates, rather than over-estimates, the man.

Another aspect in which Pestalozzi is sometimes presented to us, is that of an unhandy, unpractical, dreamy theorist; whose views were ever extending beyond the compass of his control; who, like the djinn of the Eastern story, called into being forces which mastered instead of obeying him; whose "unrivalled incapacity for governing," (this is his own confession) made him the victim of circumstances; who was utterly wanting in worldly wisdom; who, knowing man, did not know men; and who, therefore, is to be set down as one who promised much more than he performed. It is impossible to deny that there is substantial truth in such a representation; but this only increases the wonder that, in spite of his disqualifications, he accomplished so much. It is still true that his awakening voice, calling for reform in education, was responded to by hundreds of earnest and intelligent men, who placed themselves under his banner, and were proud to follow whither the Luther of educational reform wished to lead them.

A third view of Pestalozzi presents him to us as merely interested about elementary education—and this appears to many who are engaged in teaching what are called higher subjects, a matter in which they have little or no concern. Those, however, who thus look down on Pestalozzi's work, only show, by their indifference, a profound want, both of self-knowledge and of a knowledge of his principles and purpose. Elementary education, in a sense in which Pestalozzi understands it, is, or ought to be, the concern of every teacher, whatever be his especial subject, and whatever the age of his pupils; and when he sees that elementary education is only another expression for the forming of the character and mind of the child, he must acknowledge that this object comes properly within the sphere of his labors, and deserves, on every ground, his thoughtful attention.—PAYNE.

OF STUDIES.—Studies serve for delight, for ornament and for ability. Their chief use for delight is in privateness and retiring, for ornament is in discourse; and for ability, is in the judgment and disposition of business. To spend too much time in study, is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules is the humor of a scholar. Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider.

Some books are to be tasted, others to be swallowed, and some few are to be chewed and digested. Reading maketh a full man, conversation a ready man, and writing an exact man. Histories make men wise, poets witty, the mathematics subtle; natural philosophy, deep; logic and rhetoric, able to contend.—FRANCIS BACON, 1561-1626

THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

Course of Study and Methods of Teaching.

By SUPT. S. H. PRATHER.

GENERAL DIRECTIONS.

In this article attention is called to a few things which pertain alike to all grades.

1. Classes should be trained to move to and from the recitations in good order.

2. Playing in the school-room should not be allowed at recess or at any other time. Those who wish to go out for play at intermission should march out in order, and leave the room quiet for those who wish to remain for study or conversation. No boisterous conduct of any kind should be tolerated in the school-room. When the weather is pleasant all the pupils should be encouraged to take out-door exercises at the recesses.

3. The spirit of fault-finding, which of all tempers is most to be detested, should not be encouraged by the class criticisms. While mistakes are pointed out and condemned, the good should receive its merited commendation. The class should realize that it is more praise-worthy to show wherein a pupil has excelled, than wherein he has failed.

4. Instruction in morals and manners should be given in every school. The teacher who neglects these, although he is efficient in every other respect is not half a success; for virtue is worth more than knowledge, and politeness is worth more than grammar.

A few verses read each morning from the Bible, such as "A wise son maketh a glad father;" "The ways of wisdom are ways of pleasantness;" "The way of the transgressor is hard;" and "Be not weary in well doing," have a good influence upon the school. Two or three verses are generally enough for a lesson; for one thought deeply impressed is worth more than a great many lightly dropped upon the mind. The Bible abounds in beautiful and expressive sayings.

Incidental instruction in morals and manners can be given each day. The punishment of offences, the commendation of that which is praiseworthy in the deportment of the pupils, and reference to the virtues which enabled a certain man, who has been selected as the subject of a biographical sketch, to become good and great, are sure to make a lasting impression on the young mind. The class read of that boy who willfully and persistently disobeyed his mother and afterward bitterly repented of his disobedience. Their sympathies are awakened; their hearts are made pliable; and the teacher has an opportunity for stamping upon them a lesson of obedience to parents. He who stopped by the way to upbraid a company of boys for their profanity, may have afterward found that the seed he thus sowed fell by the wayside or upon stony ground. The minds of the boys were not prepared to receive his good advice. Farmers do not sow their grain in winter; they wait for a favorable opportunity. The spring returns; the sun rises higher in the heavens; the south-winds come to melt the snows and icy fetters and set the fountains free; every tiny root awakes; every bud begins to swell; every seed desires to grow; then the farmer goes forth to sow and the seed falling upon good ground springs up and bears the golden harvest. So the school work prepares the heart of the child for the reception of truth; and the teacher may plant seeds of virtue when the heart is warm, and when the sympathies and affections like the gases that feed the plant, are waiting to give nourishment to every new germ of the soul.

Frequent censure during the day is not necessary in a well managed school. The frequent repetition of reproof is scolding, and has little influence in reforming any one young or old. Even the ox becomes accustomed to the threats and curses of his driver, and pays no attention to them. In the morning after the reading of the scriptures and singing, the teacher may with good effect call attention to any impropriety of deportment which he may have noticed on the previous day.

But example is more effective than precept. Children are very imitative. They learn to speak their first words in an attempt at imitation. Little boys harness and drive about their little brothers and sisters to imitate their father with his horses. Little girls love their dolls because their mother loves the baby. Boys smoke and chew because men do. The example of the teacher has more influence than that of any other member of the community. His manners and habits are sure to be copied

He should therefore be exemplary in character, habits and in all his deportment.

REFLECTIONS AND SUGGESTIONS.

According to the foregoing plan of conducting a school, every pupil has employment; which renders it easy for the teacher to maintain good government. The right way to control children is to give them sufficient work of the right kind; for if the teacher does not provide work for them, they will make work for him. Build a fire under a boiler containing water, and the steam must escape. Feed a healthy child, and his energies as they accumulate must be worked off either along the line of useful employment or in the way of mischief. In olden times teachers cut open the dermis with a rod and thus opened a valve for the escape of the fretting energies within—a very unnatural means of accomplishing an end.

I have heard a prominent man say that when he was a boy at school he could not be content until he had received a flogging. He violated this and that rule in order to get a little contentment, and if unobserved in these, he had a resort which never failed. The teacher had forbidden the boys to throw stones at a flock of geese which, at any time, could be seen swimming in a pond near the school house. At recess in the afternoon, Levi would, as a last resort, go boldly out, and, before the eyes of his companions, throw a stone at the geese. The act is done. A dozen boys start for the school-house each crying at the top of his voice, "Levi's stoning the geese! Levi's stoning the geese!" School is called. The boys come, take their seats and stare at the teacher. Their eyes are wide open with excitement. They welcome almost any thing which breaks up the monotony of their work. Even some of the girls, the kind-hearted girls, show signs of a pleasant excitement. Levi is called out and questioned by the teacher. He puts his hands into the pockets of his trousers, braces himself and looks sullen. Although the pent up energies within him are fretting for escape, fear has come upon Levi; for he knows he is about to feel the application of a desperate remedy. The teacher says, "Levi, why did you again stone those geese?" "Because them old ganders was fightin'." Then he received the "thrashing," and by crying and sobbing worked off the excess of energy, so that he could for a time content himself in the way of obedience.

What Levi needed was the right grade of work. Let a locomotive move forward and it will use up the steam. A prominent lecturer has said, "A boy is a steam engine which must run, whistle, pull or burst. Give him the right kind of a wagon, the right kind of a load and a good road to travel and then there is no danger of his bursting into mischief.

Activity prepares the mind and heart for impression. Look at the potter's clay upon the table not in motion. How hard to fashion it into forms of symmetry and beauty. Look again; he puts his foot upon the pedal; the table revolves the clay is now in rapid motion; he touches it with his fingers and there rises up before our eyes the beautiful vase. We step into a school room and look around. At a desk sits an idle boy who looks as stubborn as a lazy ox. See him now smiling contemptuously and cutting the desk with his knife. The teacher reasons with him, tries to persuade, and punishes him; he aims at making good impressions on his mind and heart,—at moulding for him a good character, but how poorly he succeeds; for day after day, sits at his desk, the same lazy, stubborn boy, a piece of mental and moral poison infecting to an extent the whole school.

At length the teacher prepares work in such a form that this drone is tempted to try it. He succeeds and receives the commendation of the teacher. Approbation of friends, which he, like all our race, appreciates, incites him to effort. The work given him is varied and adapted to his capacity for labor.

In a few weeks we visit the school again, and see this boy at his desk hard at work. The spirit of stubbornness has been cast out; his face wears no longer the contemptuous grin; he is now like the clay in motion, his mind, heart, and esthetic nature are easily impressed; and more beautiful designs can now be worked upon his character than the artist can work upon the vase of clay. Such are some of the advantages growing out of an organization which provides suitable employment for pupils of every grade.

Right habits are formed. Children even of the primary grade are taught to read with expression, to speak distinctly, to write plainly, to observe carefully, and to think for themselves. Habits of industry, neatness,

graceful movement in walking, proper attitude in standing, correct speaking, good composition, keeping everything in its place, doing work at the proper time, and of being systematic and orderly in all things are, in subsequent life, of a value which cannot be estimated.

RIGHT EDUCATION IS THE FORMATION OF RIGHT HABITS.

Habit is a power ordained of God which is at work in all parts of his universal realm. In matter, it is called inertia. As the Great Eastern moves over the water at the rate of fifteen miles an hour, boys play ball upon her deck. As the ball flies from one side to the other, it is carried forward with the vessel by the habit of motion already formed. Jump from a railway coach in rapid motion and you have hard work to break the habit of going on. If it were not for the force of gravitation, the resistance of the air or some other substance, you would go on forever and not an atom would fall out by the way. In the beginning the Almighty rolled the earth in the palm of his hand, and threw her out into space when she acquired the habit of motion whose power has carried her forward for more than six thousand years. If it were not for the attraction of the sun, the force of habit would drive the earth forward in a straight line into the measureless abyss of outer darkness, where she and her inhabitants would be lost forever.

Habit is at work also in the realm of mind. When a lady, for the first time, places her fingers on the piano keys, her will must order every movement. At first her playing is slow work, but habits as they are formed assist her, and in a few months she can play with ease.

Suppose you had never stood upon your feet, but had studied philosophy, and learned all about the "center of gravity" and "equilibrium" of bodies. You now attempt, by standing, to put your knowledge into practice. But too many muscles must be employed, too many orders issued by the will; and you find you can no more stand than can an empty bag. But because you learned by practice when a child, habit now assists you and you succeed without a thought of the necessary muscular effort. Right habits are worth more than philosophy.

Some people are burdened through life by bad habits, perhaps formed when they were children at school. I know a farmer who is always three weeks behind his neighbors in putting in his crops. Every spring he plants young apple-trees. Every winter his cattle eat them up. His house is in a dilapidated condition. Pillows, coats, and shawls, far more costly than glass, fill the windows. When he brings home a grist from the mill, it all goes to pay his borrowings. He owns one hundred acres of the best land in the Mississippi Valley, and yet he lives in extreme poverty. What is wrong? At school he did not form the habit of keeping everything in its place, and of attending to each division of work at the proper time. There, he was allowed to work without system, and without system he will continue to work hard, and yet live in destitution all his days.

There is a young lady who has formed the habit of being, on all occasions, half an hour behind the time. If the church services are at ten o'clock, at half past ten precisely, she may be seen following the usher up the aisle. If the young man whom she most loves agrees to call for her at six, at half past six precisely, her foot-steps may be heard coming pit-a-pat down the stairs. On her face she carries a clock on whose dial are written these words: "This clock is half an hour too slow." The preacher may preach on punctuality; her father may faint in summer, or freeze in winter, as he sits in his carriage waiting for his daughter to get ready for church; her mother may lose her patience and scold; her lover may become discouraged and forsake her; yet all these combined can not induce her to turn the clock on and come to time. Bad habits, formed when she was a child, are now adverse winds, against whose forces she has to move forward.

Habit should be made to assist us and not to hinder our success; to serve us and not to destroy us. Fire which sometimes devours great cities is made to warm our houses and cook our meals; winds which sometimes tear up the forest oaks by their roots, are made to waft our ships across the ocean; "the sweet influence of the Pleiades," or the power of gravitation, which could dash us to destruction over the Falls of Niagara, causes the ripe apple to fall to our hand; so can the power of habit which moves the stars be made to assist us in all the work which God has given us to do.

RIGHT EDUCATION IS THE FORMATION OF RIGHT HABITS.

Every well organized school has a time table for study as well as for recitation. Thoroughness is written in golden letters upon the banner of each grade.

Monday is perhaps the best day for review. The time which the student may employ from Friday evening to Monday morning is too long for the preparation of a lesson in advance, but not too long for getting ready for examination. It is not good to have for any work more than the ordinary time for its accomplishment; for too much time makes room for procrastination which comes in and steals it all. This is why students come to school on Monday with lessons poorly prepared; or come well prepared for examination.

Pupils in the rural districts, in which the term is generally not more than six months in the year, should be encouraged to read much at home. At school they acquire the habit of reading with the understanding, and at home employ this habit in the acquisition of knowledge from newspapers, biographies, histories, poems, and works on science.

Newspapers are great educators. They are the mirrors of popular and scientific thought. We look in them and see the opinions of the wise and otherwise, and learn what the great world is thinking and doing. In them mind comes in contact with mind, and the proverb of Solomon, "As iron sharpeneth iron, so a man sharpeneth the countenance of his friend," is verified. At least one of the papers published in the county, a religious paper, and one of the leading journals of the country should be found in every family.

As a general rule, boys and girls do not have access to a sufficient number of good books. Interesting biographies of good men and women and other good books cost so much that many parents are too poor to buy them for their children. Hence, it seems clear that a district library is an excellent feature of public instruction; for with such an institution, every child, no matter how poor his parents, can drink from a fountain whose waters are ever fresh and pure; and there will be no place for cheap novels which excite bad passions and cultivate a disposition for building castles in the air.

Sunday school libraries can not fully supply this want; for in many localities there are no Sunday schools, and some Sunday schools have no libraries. Some parents "spend their money for that which is not bread" and forget the obligation of clothing their children, who for that reason can not attend Sunday school; and they are the ones who have no books at home. The public school system should reach them, place good books in their hands, and lift them up to lives of industry and usefulness, virtue and happiness.

A literary society should be organized in every school house for the mutual entertainment and instruction of the youth and older people of the community. Essays, on Grecian, Roman, English, French, and German history, biographical sketches of great men and women, declamations, recitations, poems, orations and debates are appropriate literary exercises. Almost any sub-district has the material for a good society. What is often lacking is a good organizer. Train the teacher in a normal school; by a liberal compensation for his services, encourage him to buy books, to attend educational conventions, to subscribe for a literary magazine, and for at least one educational journal, and then he will be able to organize the literary forces of your district.

The course of study which we have briefly discussed, can under favorable circumstances be completed at the age of fourteen: but on the account of irregular attendance and other unfavorable conditions, some will not be able to complete it at the age of twenty-one.

The conditions essential to a high degree of success are as follows:—

1. A good school-house well seated, well ventilated, and furnished with a good black-board thirty or forty feet in length, and other necessary apparatus.
2. A teacher thoroughly prepared for the work.
3. A school term of not less than six months. The school year should be divided into two district terms, but may be divided by a vocation of two or three weeks into two parts equal or nearly so. A good teacher should be retained in the same school.
4. The regular attendance of pupils from the beginning to the end of the term.
5. The co-operation of the parents. Children taught at home to respect and obey their teacher.
6. Necessary books.
7. A district library.

8. A good board of school directors. This implies many of the above essentials and the following one.

9. A regular boarding place for teacher. Boarding around necessitates a waste of the teacher's time and imperils his health.

10. A special preparation by the teacher for every recitation.

Some of the foregoing conditions are more essential than others. Some of them are not just now accessible. Time is required for the professional training of teachers. Yet if teachers, patrons, and directors will do their duty, nearly all the essentials can in a short time be furnished. To make up partly for the lack of normal school training, teachers can read works on school economy and methods of teaching, also read regularly an educational journal, and attend the annual county institute, and all district institutes of their township.

The special preparation of each lesson is always possible and one of the chief essentials to success. Before the lesson is assigned it should be carefully examined and weighed by the teacher. Before the hour of recitation he should select or invent suitable illustrations for the elucidation and enforcement of the subject to be taught. To look at a book, read questions and hear answers, can be done, of course, without any special preparation; but he that can do no more is as a "sounding brass or a tinkling cymbal." From him there proceeds little more inspiration than from a machine. The circle in which his school moves around and round grows no larger. Each term his advanced class begins about the middle of the book and go through. Year after year, they feebly attempt to commit the same definitions, to solve the same problems, and to answer the same questions, but fail to make any real progress. His system of teaching is a tread-mill, and he and his school are treading the wheel.

Laziness and enthusiasm can not dwell in a the same nature. Idleness in the mortal enemy of zeal. Water standing in a pond during the summer months becomes green with poison. A thick scum veils its face. The curse of this population is its own inactivity. Let the sun shine upon it, lift it up in the sky, and give it exercise, and it becomes the gorgeous cloud, the glory of a summer evening, or it returns to the earth pure and clear as crystal to revive the life of vegetation and make the force of nature smile. The lazy teacher is like the water in the pond. His mind and emotions are heavy with the poison of lethargy. Let him go to work and mental activity will scatter the poison, and make him like the cloud an inspiration, and his school will revive like the parched grass after a summer shower.

For the NEW YORK SCHOOL JOURNAL.

School Attendance.

By PROF. F. H. GOLDEN, NEW ORLEANS, LA.

Among the problems of school economy, none is more important than that of attendance. Dr. Channing says of the teacher, "It is his responsible duty to mould and instruct, to fill with useful knowledge, to strengthen against temptations and evils which beset in the formation of habits, and to send from the school-room men and women fitted for wise, virtuous and useful lives." Knowing his duty to be the making of useful men and women of his pupils, the true teacher must lift himself above and beyond the belief that his duty is fulfilled, when he devotes five hours daily to "hearing lessons" and preserving order, among those disposed to attend his school. Useful citizens cannot come from schools where the pupils are not trained to habits of promptness and regularity.

The most injurious results of school irregularities are not immediate—not those that interfere with the harmonious workings of the school-room; but those that appear later in life. They are the result of habits acquired in the school-room. Habits are actions repeated till they become a second nature, as unalterable almost, as that which is inborn. Hence, the child that is not trained always to be in the proper place at the proper time, inevitably becomes the man that is always too late—too late, not only in his business engagements, but too late to command the respect and confidence of his fellow man.

A teacher is deemed successful when he secures regular attendance from 95 per cent. of his roll. But is he successful? Has a teacher done his work "wisely and well," who permits one tenth of his precious charge to acquire habits that will mar whole lives of usefulness? Undoubtedly not, and the problem we are to solve is, how can the evil be remedied?

Mr. A. L. Wade, one of the liveliest county superintendents in West Virginia, recommends that teachers' salaries be made to depend, partly, on success in promoting full and regular attendance of all children within their respective districts. This remedy is, of course, based on the principle that an active, enthusiastic teacher will attract and retain pupils by making school interesting. While it might succeed in the country, or in small towns where there are none but public schools, it would be a manifest injustice to teachers in cities or sections where there are numerous private and denominational schools. But, supposing we modify the idea, so as to make salaries contingent on the per cent. of the regularity of those enrolled, the question still remains unanswered—how are teachers to raise the percentage of attendance?

The teacher who undeviatingly inflicts a set punishment must expect nothing but failure. To order, without enquiring into causes, that every pupil tardy, or every pupil absent, shall be detained at recess, or after school, or that some extra task shall be imposed, emulates the example of the quack whose treatment is a dose of calomel whether the disorder be internal or external, mental or physical. The teacher should, like the real physician, first study cause and effect, and then, treat it intelligently.

Irregular attendance is traceable to one of three sources. The blame rests either with the parent (or guardian), the pupil, or with the teacher himself. The latter is often too self-satisfied to suspect himself of being the cause of much of his trouble. So often is this the case that a teacher's first duty, when trouble arises, is to review, with closest scrutiny, his own conduct, to be sure that it is irreprehensible. It has become an axiom, that, "as is the teacher so will be the pupil." If he is often absent or tardy himself, how can he consistently expect his pupils to be otherwise? If he but allow some detail of his daily programme to be deferred a little on one occasion, or to begin too soon on another, he cannot expect regularity from those who depend so largely on him for example. Never should he allow the opening and closing of school, or the beginning and ending of recitations, to take place out of their appointed time. No more pernicious habit can be practiced than that of omitting recitations from the daily programme, or of substituting one for another. It not only inculcates habits of irregularity, but leaves the pupils in doubt, one day, as to what they shall study for the next, and furnishes an excuse for neglecting all.

Teachers may set the proper example, yet fail to secure good attendance, by not making the school-room interesting. Where there is little incentive to attend school no thoughtful person can blame a child for begging its parents permission, on every petty pretense, to remain at home. No influence of the teacher's is so baneful as a habit of ceaseless fault-finding. Nor can an exemplary course in other respects, counteract it. Neglecting to weigh well his pupil's abilities, he aims to accomplish too much. Over anxious to have his classes excel, he taxes them too severely. Failure and disappointment are the inevitable result. Too thoughtless to see that the fault is in himself, he concludes that the pupils are indifferent, lazy; and as a result, he becomes cross and fault-finding. Nothing ever pleases, nothing satisfies him. Finally his pupils become disgusted and remain away from school in self defense. By an encouraging word of approval and a smile, now and then, or in cases not deserving these, by a little calm reasoning, the judicious teacher may cultivate a love of study in many a lethargic child, and many, heretofore very irregular in attendance may be induced to cheerfully and regularly, at the daily roll-call, respond "Present."

For the NEW YORK SCHOOL JOURNAL.

Map Drawing.

It is not difficult to see that the best way to become acquainted with a given territory is to go over it with the eyes and ears open; in other words to inspect it carefully in person. In the study of geography this is not always possible; it is, however, to a certain extent in all schools, and it should not be neglected. The names of the islands in the Egean may be learned from a book, for the pupil cannot go there, nor, indeed, is it necessary in order to obtain a great deal of suitable knowledge about them; but the facts about his own town—its general character, soil, productions, inhabitants and manufactures, etc., etc., should be learned by inspection. Now, map drawing is a writing down of the shape of a given country, and it is very serviceable to fix the form permanently and easily in the mind. It can be applied to all classes—the elementary and

advanced. Some of the most pleasing teaching the writer ever did was with a class of children who were in the Second Reader. The elementary notions of geography were first imparted, and then from a map they were encouraged to draw South America (because its shape is so simple), then Africa, Australia, North America and finally Asia and Europe. It was delightful to see the animation of the class when six volunteers were arranged at the black-board to draw the map in the space of three minutes. The principal rivers and a few towns were located; it became play to them to draw "two minute maps."

By steady practice day after day, they fix the form in the mind. And when once fixed it generally remains. A good mode of procedure is as follows—

A given territory is prepared for the lesson, say the State of Pennsylvania. The class are encouraged to draw it on their slates. When assembled the teacher calls attention to the length and breadth; she draws a line to represent the northern boundary, beginning at the left hand corner, and the class follow on their slates. Then she puts in the Delaware river, calling attention to its shape, and then the southern and western boundary. Next a few mountain chains are put in, and then the main rivers and a half dozen towns. This can be done in six or eight minutes.

It should now be erased and another drawn, and the pupils give the names to the lines when drawn, as "Delaware River, eastern boundary of Pennsylvania. Philadelphia, the largest city. Alleghany mountains," etc., etc. It should be borne in mind that nicety of work is not the object—it is rather a fixing of the main features in the memory. A pupil should be encouraged to try his hand, and by encouragement another and another will try. Ohio is an easy State to draw, so is Indiana, Iowa, etc.

After the State is drawn the teacher can take a pointer and describe the State (Penn. for example), thus: "This is a map of the State of Pennsylvania, New York is on the north, New Jersey on the east, Del. and Md. on the south, W. Va., and Ohio on the west. The chief mountain ranges are the Alleghany and the Blue Ridge; they run in a southwesterly direction. The chief rivers are the Delaware, Susquehanna, Alleghany and Monongahela. The principal cities are Harrisburg, the capital, Philadelphia, the metropolis, and Pittsburg."

Let a pupil undertake the same description. As days pass on more and more will be learned about the State. To the above bare outline new facts will be added, and finally the pupil will have a very good idea of the State.

Map drawing furnishes a very elegant method of review. Suppose the States of Me., N. H., Vt., Mass., R. I., and Conn. have been separately studied. Let a pupil draw Me. in the right hand corner of the black-board, taking two minutes for the task; let another join N. H. at the left; another Vt.; another Mass.; another Conn.; another R. I. Twelve minutes will suffice for drawing all these, and while this is being done the main facts can be recited by the class. The same process can be taken with the North Atlantic, the Middle Atlantic, etc.

Another method, eliciting as much interest as a game of marbles or ball, is that of drawing a certain river to be recognized from its peculiar shape—as the Monongahela and Alleghany and Ohio. Let the teacher start the game, as it may be called, and when the rivers are recognized let one draw the western boundary of Penn., another continues the Ohio river, another puts in the boundaries of Ohio, another Ind., another Ill., another Ky., etc. It is pleasing to see territory stretch out in neat proportions until the edge of the board is reached—and all by the hands of the enthusiastic pupil.

This can be done by putting down the Miss. river in the center, then draw the boundaries of the States where they cross, then draw the States on each side, and so add on east and west as long as time will permit.

This plan enables the teacher to add and draw new facts. He lays aside the text book, except as a reference, and thus invites the pupil to fresh pastures. As he draws he questions, as the pupil draws he questions. The whole class is alive with interest.

I like the COMPANION very much, and wish it came weekly. I intend trying to get subscribers for it and the INSTITUTE. Will you please send me a copy of the INSTITUTE to show some of my friends?

Prairie du Chien, Wis.

Please send me "Reward of Merit" cards. Those with flowers preferable. Enclosed find ten cents.

Johnstown, Pa.

For the NEW YORK SCHOOL JOURNAL.

School Government.

By EX-STATE SUPT. JOHN W. SIMONDS.

The power of the teacher to exercise a control over the conduct of scholars in public schools is based upon authority committed to the teacher by the laws which have established and maintained the schools. With this delegated authority is intimately associated the authority exerted by the personal and moral influence of the teacher.

The two leading ideas in school government are, the securing of quiet and regularity in school work, and exercising a favorable influence upon the minds and habits of scholars. Good government in school implies that such a degree of pleasant, tranquil and respectful behavior prevails as will allow teachers and scholars to devote their attention undisturbed to the duties and work of the school. The second element requires that the government be educative in character, and tend to prepare the scholars to fulfill the duties of an American citizen, by enabling him to govern himself. Good order as defined is essential to a successful school government, conducted in manner entirely dependent upon the authority delegated to the teacher would soon become arbitrary and repulsive. That authority, however, should be exerted when other proper means fail to secure obedience. In ordinary work, the practice of what may be termed the *natural method* is preferable and advised. In this method, the personal influence of the teacher is brought into action, in a prominent manner. This personal influence will be effective by presenting to the scholars a living illustration of a good example of self-government. This example becomes attractive and influential, when the teacher shows himself to be calm and not of an excitable temperament; deliberate, not hasty in action; candid in words, not scolding; quiet and easy in manner; conscientious and honest in principles and practices, not scheming; firm for right, not influenced by expediency; imperative in treatment; decided in purpose and action but not stubborn; patient, forgiving, interested in scholars, their work and amusements; hopeful and cheerful. Intimately connected with this personal influence of the teacher is his moral power. This power exerts its controlling influence by inculcating ideas and influencing actions with regard to right and wrong. All persons have notions of right and wrong, and the power of self-government in some degree. The principles of duty or obligation are the chief forces in extending a moral influence. The ideas of duty are inculcated by precepts, examples, habit, and by exercising the moral sense. An active, moral influence will encourage the virtues peculiar to school life; truthfulness, honesty, obedience, diligence, kindness, tend to restrain and correct the vices of lying, deceit, obstinacy, laziness, ill temper, and cruelty. The moral power of the teacher will constantly be exerted to encourage the scholar to control his own actions, by addressing feelings of love, hope and fear.

Punishment must be inflicted at times, in the enforcement of order and discipline. Punishment about the head, in the palms of the hand, by placing the scholar in unnatural, painful positions; punishments in their nature frightful, debasing, are improper. All punishment should be enforced as reformatory measures, in a calm manner, and with a kind spirit. Punishments can frequently be avoided by wise management.

In closing, it may be observed that government is not the object of a school, only a means of sustaining a good school; and that the successful teacher secures good government with very little effort.

For the NEW YORK SCHOOL JOURNAL.

Notes from Quincy.

By IVAN. Nov 4 *

When the children are at their seats, they are permitted to write as many stories as they can about the words in the lesson. The teacher always looks over the slates. When a word is misspelled, on a slate, it is instantly erased, and correctly written by the teacher.

The teachers say the pupils always know what word has been changed, and they consider it harmful for the children to see words which are incorrectly spelled, so they get them out of sight as soon as they can.

This strikes me as an excellent practice. As the teacher looks over the slate and corrects the misspelled words, she copies them on a paper of her own, and they constitute what she calls her list of *difficult words*. I find myself interested in a beautiful method of marking the comparative excellence of the work on these slates.

In the upper left hand corner of each slate two lines are cut in such a way as to mark off a square, which seems sacred to the teacher's mark.—When the slates indicate a merely indifferent effort, the mark is left as it is. If there be apparent an unusual exertion, she erases the number in square, and replaces it with an addition of two. Thus, if it was four it is now six. If there be very poor work, she takes two away from the number. This marking is done with a crayon, so that there is no chance for the child to change the mark, or to fail to notice it. I have seen this marking done with a blue, a yellow, and a white crayon. The blue crayon mark being an additional indication of displeasure. The white, or silver mark, speaking approbation. The golden, or yellow crayon mark being the highest praise. It is curious to note the intense interest of the children in these marks, and pleasing to reflect upon the powerful, yet silent, good influence which such methods exert. The teacher puts the list of difficult words upon the board again, and it is again studied by the children as before, by copying. I observe that the teacher uses these words in short sentences—directing exercises, in which she dictates two or three sentences, each containing as many of the *difficult words*, as she chooses, and then the children write them on their slates.

I should have said before this that the teacher apparently never loses an opportunity to teach an abbreviation, or the use of a contraction, and these sentences which are dictated are framed with a view to introducing as many of these as may be consistent.

The slates upon which the children have written dictation exercises are corrected. One lady says she can correct the slates for fifty pupils in ten minutes, where it once took her half an hour.

For the NEW YORK SCHOOL JOURNAL.

The Silent Teacher.

Few persons are aware of the silent influence they exert upon those by whom they may be surrounded. There are few who realize the fact, that they are *constantly* giving instruction by the daily practice of their lives, which is totally at variance with the theories they advocate. They *pray* for changes, and *preach* reformations, but in their *practice* they subvert every tendency leading in that direction. We cannot excite a legitimate interest, unless we become *consistent* workers in the reforms we desire to effect. Especially is this true in our association with children, for they are creatures of habit. They do not *become* so, but they *are* so by nature.

Their nature reaches out after something—anything that will fill the void. Hence their work is *all* pattern work. Look to it instructors: that the pattern is pure, and true to the least, and most insignificant item!

The quality of the future citizen is being determined by the *silent* as well as the audible lessons given. Insignificant deeds, words or acts do not pass unnoticed. They are the nutriment upon which the growing, absorbing, *imitative* mind will thrive, and the influence has greater power than the best disciplined teacher.

The instructor must not mark out a path for others to travel, that he is not willing to follow himself.

The refining and illuminating influences are taken on by degrees, and do not drop unperceived, like the "manna" from heaven to be gathered at leisure.

He who would wear the crown must do work meet for the obligation which the case requires.

He must give the instruction in the thousand-and-one things requisite for the general good of the pupil, though it is not found in books.

To do this, requires the preparation, careful and select reading in connection with proper associations. Light and trashy reading does not help. The egotistical belief in self, does not help it. The sound reading of histories, philosophical, anatomical, chemical, and physiological works are necessary.

It is true a class of persons essays to become teachers, with no such preparation, no Institute advantages, beyond the attendance of a single day, which will enable them to give an affirmative answer to that question in the "Teacher's Report." They ignore Teachers' Associations; "can't spend the time," "don't think they amount to much," "can't see any good connected with them," etc.

They expect to have their license renewed from time to time; that, they think, makes them teachers.

Well, says a croaker, granting that things are so, how will you affect a change? We answer, by agitation. If

See preceding ones

we sit quietly down without making any effort for reformation, without lifting our voices in favor of a change, without any action, without making our wants, desires, or necessities known, we may look in vain for benefits either immediate or remote.

A. M. BROWN.

Barnard's Crossing, N. Y.

For the NEW YORK SCHOOL JOURNAL.

Teachers' Institutes.

By PROF. J. R. DAVIS.

The teacher's institute should be composed of live, energetic, progressive teachers, and persons intensely interested in imparting instruction.

Its work should always be the best that can be done under the circumstances, and should be seen done as well as lectured done.

Its principal mission is to give instruction and practice in the science and art of teaching, to teach how to teach, and to obtain from the humblest teachers or leaders in the profession their views and the results of their practice.

Its instruction should be simple, varied, systematic, thorough, full of points, to the point, and adapted to the actual and most immediate wants of the members and their schools, and should be such as will make them help "the book" in the school-room more than "the book" can possibly help them.

It should bring to the inexperienced the ripest experience, and to all the most reliable practice the simplest illustrations, and the soundest views and best methods and explanations known.

The principal part of the topics for its consideration and discussion should be elementary subjects, such as are taught in our schools.

It should not be a convention, nor a literary exhibition, nor a debating society of useless discussions, nor a place for protracted displays of mental gymnastics, or spread eagle speeches on topics profitless to the institute; nor should it be exclusively a formal lecture course.

It should encourage the forming of good libraries, cabinets and herbariums in every school that can use them; and should teach its members how to use all necessary aids to instruction, so that they will not use, or allow the use of globes for foot-balls, wall maps for door mats, or school furniture and apparatus for kindling wood.

It is an important agent in the improvement and up-building of the common schools, and he who would disgrace or discourage them does not understand what he is doing.

It cultivates the power and gives the opportunity of observing what others do, how they do it, and what is their natural aptitude or ability to teach, and, by the exchange of ideas, opinions, practices, and experiences of its members, even if nothing new is gained, the old is purified and polished brighter.

It will give to the primary schools the best teachers, and if it were possible, the very angels themselves should be the teachers of children.

So far as it can be, it should be a substitute for the Normal school, and its main value must be measured by what of its good each member can embody in his own school.

It awakens interest in teaching, tends to logical arrangement of thought, in expression, stimulates its members to acquire more knowledge and proficiency in their calling; aids them to impart better what they know; presents a variety of methods of teaching the same subject; gives to each the practical experiences of the others; relieves monotony and dullness from the duties of the school-room; forces the teacher out of grooves into progress and self-reliance; makes time for classes more valuable, than the number of classes, and the judgment of the teachers and directors a better rule than the whim of the pupil or parent; and its successful inauguration and perpetuity in every township in the land will be the death knell of the whole race of faithless, lifeless, shiftless, automatic, groove-running, organ grinding, soul-enslaving specimens of humanity who keep but cannot teach a school.

Its exercises should be of practical value, instructive, entertaining and natural. Their order must be made to suit circumstances, but of the topics or items that may be essential, the following are simply suggestive:

Organization of schools and classes and their management.

The fundamental principles of the various subjects to be taught by the members.

The data, science, theory and practice of teaching.

The common difficulties of school work.

Relations of teacher, pupils, parents and directors.

Objects of school and school discipline.

School experiences, mistakes, and successes.

Words of caution, counsel, encouragement and sympathy.

Suggestions, illustrations, explanations, solutions, methods and kindred items.

The mode of conducting is usually on the lecture plan. But to benefit the inexperienced as well as the experienced the following may be suggestive of something better:

The popular lecture for mixed audiences at evening or special sessions.

Class drills.

Lectures. Lectures and Practice. Practice.

Essays. Discussions. Theory and practice of teaching.

NIMISILLA, Ohio, Jan. 1st, 1880.

Golden Thoughts.

(One to be written upon the blackboard, to be learned and copied by the pupils each day.)

Of all monuments raised to the memory of distinguished men, the most appropriate are those whose foundations are laid in their own works, and which are constructed of materials supplied by their own labors.—JOSHUA QUINCY.

The greatest man is he who chooses the right with invincible resolution.—DR. CHANNING.

To tell a falsehood is like the out of a saber: for though the wound may heal, the scar of it will remain.

Your voiceless lips, O flowers, are living preachers.

Each cup a pulpit and each leaf a book,

Supplying to my fancy numerous teachers,

From lowliest nook.

—HORACE SMITH.

Have Hope! Though clouds environ round,

And gladness hides her face in scorn,

Put thou the shadow from thy brow—

No night but hath its morn.

—SCHILLER.

EDUCATIONAL NOTES.

NEW YORK CITY.

FAUST.—Berlioz's "La Damnation de Faust" will be repeated by the Symphony, Arion and Oratorio Societies at Steinway Hall, Thursday afternoon, April 1st, and Saturday evening, the 3rd.

LECTURE.—Mr. Maynard gave an art and historical lecture on the afternoon of March 20th, at Chickering Hall. His subject was: "Paris, Past and Present," which was illustrated by the stereopticon.

READINGS.—Last Saturday evening, Miss Clara M. Spence (graduate of Boston University), gave some dramatic and humorous readings at Chickering Hall. Mr. Walter R. Johnson introduced Parts I. and II. of the programme with organ selections.

THE SOCIETY OF AMERICAN ARTISTS hold their third Exhibition at 845 Broadway, closing April 16. The president is Mr. William Chase, who has sent many fine pictures. Mr. John La Farge and Mr. J. Alden Weir also contribute interesting pictures. The "Good Samaritan" is opposite to "Watson Webb," and deserves careful attention. All of the pictures are suggestive; some are mere studies, it is true, but they all indicate talent and genius. This company of artists mean sincere and honest work. It is a collection of pictures well worth visiting.

SECOND POPULAR CHICKERING HALL SERIES.—We advise our New York readers to secure the prospectus of Mr. J. S. Vale's second popular Chickering Hall series of readings and concerts, to begin March 29th. It consists of seven matinee and evening entertainments of the highest order, with popular prices for admission. Mr. Vandenhoff, Mr. Roberts, Mr. Woollett, Young Apollo Club, Mr. Johnson, Mr. Burbank, Josh Billings, Mme. Chatterton Bohrer, Mrs. Anna Granger-Dow, Miss Antonia Henne, Mr. Christian Fritsch, Mr. Chas. Werner, are some of the artists engaged for the occasion; all promises well. Tickets for the course (reserved), \$2.50; to be had at Schuberth's, 23 Union Square, or of Mr. J. S. Vale, Room 27 Cooper Institute.

ELSEWHERE.

WISCONSIN.—The County Normal School in Waushara county opened March 14th, at Pine River, and continues five weeks.—Miss Jane Colby and Miss Jennie Campbell, for years teachers in the high school at Fond du Lac, have departed for Cape Colony, Africa, to teach in a seminary at that place.—Miss Hosford, assisted by Prof. T. F. Frawley, will hold a private teachers' institute in Eau Claire county this spring for one week. She will use

the syllabus prepared for the regular institutes this year. Supt. Stockwell, of La Crosse county, advertises that he will hold a private institute at Bangor, beginning March 15th, and continuing one week. He will be assisted by some of the older teachers of the county. He states that "those who are to teach during the spring and summer are expected to attend"—The weekly enrollment in the High School at Bay View is 65, and in all the departments of the school, 450. Prof. Funk has instituted a system of monthly examinations and reports, on the standing of the pupils in their studies, and in attendance and punctuality. The reports are sent to the parents of the pupils. The scheme is said to be working finely.—A meeting of persons especially interested in Normal instruction, has been called for the third week in July next, at Put-in-Bay, on Lake Erie. The following topics are proposed for discussion at the meeting: 1. The formation of a body of educational doctrine. 2. The unification of professional instruction in normal schools. 3. The relation of normal school work to the State. 4. The education of the public with reference to normal schools and their work. 5. The relation of academic to strictly professional work. 6. The relation of model and training schools to normal schools.—The Normal School Regents voted to open a kindergarten, as soon as practicable, in such one of the four normal schools as the Committee on the Employment of Teachers should find most suitable for this new department. It is to be connected with the model classes of such school, and to afford an opportunity for the training of normal students in the kindergarten methods. This committee will decide at once where this department will be located, and they will open it at the beginning of the spring term, provided they can, by that time, make the necessary arrangements. This action of the Regents will be hailed with great satisfaction by many of the teachers in the State. It will aid in revolutionizing the primary instruction given in our public schools. Since the above was written, the committee have selected Oshkosh as the school.

PITTSBURG PA.—Supt. Luckey's report shows these facts.

No. of school directors.	22
" " teachers.	456
Average attendance.	15,887
Salaries.	\$314,027
Cost per pupil (av. d. a.)	\$22.22

He says:—How best to teach a child to speak and write the English language correctly is one of the unsolved problems of the age. That the old method of teaching him technical grammar will not accomplish the result must be plain to the most casual observer. That teacher who adheres strictly to the routine of the text-book, and requires his pupils to spend the greater part of their scholastic years in stolidly committing to memory pages of text and theory that will never come into use in the lifetime of nine tenths of the learners, will surely fail to teach his pupils to speak and write correctly. To speak so as to be understood, and to express clearly in writing, the ideas of the mind, should be the end and aim of all teaching in this branch of study in our schools. Ten years are required by this system for the memorizing of hundreds of pages of texts, rules and annotations, that might be devoted to the culture and nurture of the mental powers, from which ideas are born, and to the acquisition of those great truths relating to human happiness and the welfare of mankind, to which crude abstract definitions have no more practical relation than has the theory of acoustics to the immortal symphonies of Beethoven. Too much technical teaching is the bane of our schools. In the Primary Department the pupils should be required to talk much, and their errors in expression should be carefully corrected by the teacher. Each pupil should be required to give a short description each day of something he has seen on his way coming to or going from school, or to repeat in his own words a short story which has been previously read to him by the teacher. If the pupils in the Primary Department should talk much, those in the Grammar Department should write much. As soon as pupils have learned the art of writing they should be required to have daily exercises in describing with pen or pencil certain objects with whose form, qualities and characteristics they are well acquainted. At an early age they should be taught social letter-writing, as regards form and composition; and in the more advanced rooms they should be instructed in preparing business forms and business letters. It must not be inferred, however, that oral exercises in the use of language should be discontinued in the advanced grades, for, as the pupil becomes older, these exercises become more interesting and

more beneficial. The old method of a separate recitation for each study was a fatal error. Grammar should be taught in connection with every other subject, and history and geography should be taught in connection with every interesting current event. In the upper grades the teaching of geography and history in connection with current events leads the child to knowledge of the world in a manner that is both pleasing and entertaining to him. For example, let the daily paper be judiciously culled by the teacher, and the principal items of local, national and foreign news placed on the blackboard and discussed by the teacher, while the pupils locate upon their maps the several places referred to. By this means the pupil is familiarized with the main events transpiring in the great world that lies outside and beyond all text-books and play-grounds. The use of the daily paper as a text-book, in the hands of the teacher, can not, in my opinion, be overestimated. It can be made as serviceable in the school-room as in the counting house. When spelling is taught in connection with other school branches, the pupils become interested in the orthography and pronunciation of every new word they see. This plan makes spelling interesting study: it gives to every word a meaning, and the pupils study its form as closely as they do the features of an intimate friend; when they see it again, if there is a letter omitted or one added, they will recognize the deformity as readily as they would a scar or cut on the face of a companion. The plan of teaching the spelling of words with whose meaning the pupil is familiar, can also be profitably adopted in the primary grades. Those who have tried it can bear testimony to the great interest which the pupils take in their attempt to master the orthography of all words that they are compelled to use daily at home, at school, and on the play ground. In this list might be enumerated the names of house-hold articles, of food and of wearing apparel; but to the enterprising teacher the list is exhaustless. Many teachers of our city have, within the last two or three years, adopted this plan, and in every case it has proved a marked success."

New York City Schools.

THIRTY-EIGHTH ANNUAL REPORT.

In this report we find many matters that will be of interest to our readers.

SCHOOL STATISTICS—MALE DEPARTMENTS.

Average cost of Male Principals.	\$2,723
" " " Vice, "	1,954
" " " Assistants, "	1,502
" " " Female, "	777

FEMALE DEPARTMENTS.

Average cost of Female Principals.	1,750
" " " Vice, "	1,168
" " " Assistants, "	702

PRIMARY SCHOOLS.

Average cost of Female Principals.	1,520
" " " Vice, "	1,006
" " " Assistants, "	580
Average cost per scholar in G. S.	31.20
" " " " P. S.	15.27
" " " " Normal Col.	52.08
" " " " Training School.	23.41
" " " " Nautical, "	190.10
" " " " Evening High, "	17.02
" " " " Ward, "	8.18

SUPPLIES.

Average cost per scholar in Male Dept.	\$2.09
" " " " F. "	2.00
" " " " P. "	.49

Supt. Calkins says in regard to the teaching of those who had passed a successful examination in scholarship only:—"From an experience of many years, I am satisfied that success in teaching is not a matter of mere chance, any more than success in either of the so-called learned professions is a matter of chance. Give the advantages supplied by our best institutions for training teachers, and a greater per cent. of the graduates will become successful in the teacher's profession, than of the graduates of those institutions that aim to fit their pupils for the other professional callings.

"Whatever may be said concerning natural fitness of the individual, there must be distinctive preparation for the important work of teaching, to secure a proper degree of success with a large number of teachers. Education supplies knowledge and mental discipline. Normal training, by means of the accumulated experience of others,

points the way to success; but, added to these, the teacher must win real success as in any other profession, and in those things which give final character and real value to the work, the teacher must rise by the steps of personal experience."

The same officer remarks in regard to reading in the Primary Schools:—"Much more attention is now given to the subject matter, the thoughts expressed in the sentences, than formerly; and among the results are less of the old school-tones and of mannerism in the reading exercise."

"I have long been an advocate of such frequent changes in the reading matter, as will afford the more practice in reading new lessons. The system of supplying books to the schools of this City by the Board of Education, affords excellent facilities for providing fresh reading, with but little additional expense."

"Indeed, many schools have already availed themselves of this advantage, by procuring different readers of the same grade for two or more classes. Now, by allowing two of these classes to exchange books frequently, at least for two or three days each month, at which time attention may be given exclusively to the reading, an opportunity for special training in reading new lessons will be furnished that will develop more ability to read at sight in other books. And what is not less important in its bearing, this practice would awaken more taste for reading than usually comes from the ordinary reading lessons that are read over and over until the pupils become tired of them."

Supt. Harrison says of Grammar:—"Traditional methods, where hampered by irrational and traditional aims, limitations, repetitions and other incumbrances, are obviously undergoing wholesome modifications. Construction and criticism receive a more just share of the time and attention which were once chiefly or entirely devoted to analysis and parsing."

"It is encouraging to find so many teachers departing from traditional routine, and devising plans of their own, or adopting and modifying the plans of others, to accomplish the best results. One of the most efficient methods, perhaps the most natural one, for training pupils in the construction of sentences is quite prevalent, though with many modifications in the details of the process."

"The teacher selects some common subject of thought upon which all the pupils must of necessity possess many ideas—flowers, the Central Park, winter sports, or vacation, for example. Each is then directed to write a sentence containing one or more of the thoughts associated with the subject. In accordance with the progress already made by the class, the sentence may consist of one or of several propositions."

"It may be required to be in any specified form, as declarative or interrogative, or to contain such qualifying or adjunct words, phrases or clauses as the teacher may direct. A pupil is then called upon to read his sentence aloud, that it may be criticised by the class."

"The correction of errors in agreement, relation, collocation, choice of words, and in harmony and relevancy of clauses, then follows."

LETTERS.

To the Editor of the New York School Journal.

In reply to the inconsequences, unfairness and lamentable ignorance of the person who signs herself "Grammar School," I would say that she would have criticized more justly and generously had she been better informed. The feminine is used, as such utterances are more likely to come from Female Grammar Principals, who have clamored and argued for equality of salary with male principals and yet oppose strongly every tenable ground of primary equality!! This is really true, sir.

Is it necessary to remind this omniscient "Grammar School" that ninety-nine hundredths of the primary teachers are the outcome of grammar schools? If they are the inferior, incompetent beings which this "Grammar School" represents, are they not the fruits of said grammar schools? "Ye shall know them by their fruits." To claim such personal superiority, and to denounce their own work so heartily, is a new kind of paradox.

If with this charged inferiority, primary teachers prepare and promote two classes a year to feed the grammar schools, while the grammar schools only furnish the College with one, surely the primary teachers are efficient (and efficiency is one kind of ability) and with two to one results,

the primary teachers must be diligent and industrious—and these qualities are, at least, meritorious.

The promotions are made from the primaries with classes at a required minimum, three-sevenths larger than the grammar classes. The children have been taught from the zero point of intelligence, and training in morals, mind and manners; but are sent, at least from some schools, with their full preparation for the best advantages which may follow in the grammar schools, even where the good work already done, has been fairly carried forward. But too often the primary teacher's work of years, and the fair promise of the child is wholly lost sight of in the transfer to grammar schools of even flaming reputation with their greater laxity—less drive—and relatively improved conditions. The hardest and most unsatisfactory argument is always against ignorance. If "Grammar School" had been better informed about child life of tender years, with its vastly greater responsibility in the teaching and training, she would not have so openly published her professional crudities. She would have modestly and intelligently studied the great subject and refrained from such a severe attack upon those on whom the entire system rests for every good and advantage which it has.

Grammar schools, in whatever light viewed, are only secondary. They continue the work already prepared for them. The ground has been broken, the seed planted for good or ill, and grammar schools have but little more to do than watch the growth. The system should compel more: but this is now, and has been for years, all that has been required.

All the conditions are improved under which grammar schools (I was about to say labor) act. Smaller classes, larger salaries—outside aids as specialists—increased number of assistants, books, etc., etc. Does "Grammar School" not know that large numbers of their claimed superior teachers have utterly failed in primary school work? Failed in knowledge of the subjects taught, and consequently in ability to interest and manage the criminally large classes in primary schools, and yet have been most acceptable in grammar schools.

Surely no woman teacher not utterly ignorant in the stand she takes—against female equality of salaries—or completed diseased in her selfish and unjust assumptions, can combat facts as here given: and which she should have thought of without being reminded.

Ask anyone who has been both in a grammar school and primary, and has honestly and uprightly discharged the duties, which of the two posts entails the greater labor, the most responsibility, has the most grinding annoyances and discouragements? The writer deprecates that city schools, grammar and primary, are so indifferent to cultured preparation. She knows too from sad experience, how great a disadvantage it is to primary teachers, not to be in constant contact with books, as they are in grammar schools. She knows, too, that the tense and uncompromising duties of primary labor and exactions render the would be student in a primary less capable after the day's work in the primary school-room is completed, of acquisition and assimilation therefrom. But as a body the primary teachers, with all their shortcomings, compare favorably in tone and intellect with their more arrogant sisterhood of grammar teachers.

JUSTITIA.

SUPERVISION, INDEED!

To the Editor of the New York School Journal:

The result finally will be to make machines of the principals and teachers; for example, the principals are obliged to submit their programmes to the City Superintendent, and he cuts out according to the by-law.

Here is a programme made for the "Boys' Hour" in G. S. 37.

1. Reading Scriptures.
2. Hymn, "Awake My Soul."
3. Reading, "Barbara Frutchie."
4. Reading, "The School Master's Sleep."
5. Recitation, "Somebody."
6. Dialogue, "Choice of Trades."
7. Song, "We Love to Sing."
8. Recitation, "Platonic Love."
9. " " "The Puzzled Dutchman."
10. " " "From 'Lady of the Lake.'"
11. Song, "God for our Native Land."
12. Addresses, by Trus. Cray, Judge Cowing and others.

The City Superintendent marked off Nos. 1, 4, 5, 6, 7, 8, 9, 10, and kindly left the audience the rest. If he had cut the addresses at the end his action would have been more popular with the boys.

The trouble with the New York schools is plain enough to the teachers and the outsiders, however it may be to the Board of Education. The schools have fallen into a rut; the ever-present object before the teacher is to pass a creditable examination, and to do this he crams his pupils and the system demands it of him—or low marks. Between the two he chooses his "bread and butter," as a man of as fine abilities as sits in the easy chairs of the Commissioners of Education twice a month said, with meaning emphasis. Said a principal of splendid brains, "I would cheerfully resign my place if it would do any good, but the only result would be that another man would draw the \$3,000: why should I." The machine will grind on until one of these days there will be an investigation by the Legislature or by a committee of citizens, and then, in the language of the immortal Gilpin, "may we be there to see."

The teachers emphatically declare that the City Superintendent has it in his power to remedy this state of things. The first thing is to unbind the chains that prevent the free action of the teachers; (when a horse is down on the pavement they get off the harness, don't they) so in this.

JACOB S.

PROMOTION OF VICE-PRINCIPALS.

[A good many letters have been received: we give one from an ex-Commissioner.]

To the Editor of the New York School Journal:

1. Would a competitive examination develop the absolutely best man for principal?
2. Is there anybody connected with the system competent to make such examination, and do you think the trustees of—ward are such persons?
3. Do you know of any better system than the system of promotion?
4. Isn't it a fact that those principals in our schools whom you consider the best are the results of this system?
5. Can you recite a single instance where the promotion rule has been departed from in which personal influence cannot be distinctly shown.

The cry for the best is only an excuse for the exercise of personal whims, prejudices and preferences.

(And one from an ex-Principal.)

To the Editor of the New York School Journal:

The demand of the vice-principals that one of their number should be appointed has made many a cheek blush. Have they got to that pitch that they demand a place because they rank next? It may do in some things, but not in teaching. My own observation in this city fortifies me in the belief that our system is in need of "fresh blood." Nothing would do so much good as to get into the principalship, the superintendency, and even into the Board of Education some people of ideas. The new law proposed for electing the Commissioners is not so bad after all. The position of principal is so important that men from all over the country should be invited to canvass for it; or rather the Board of Education should be hunting up able men in Albany, Utica, &c.

(This from an assistant teacher.)

To the Editor of the New York School Journal:

The desire for the principalship of No. 61 by the vice-principals is only natural, but it is not best for the schools that such a system should prevail—that is, not for the highest good of the scholars. I have been teaching here for a good many years, and am in no anxiety to be vice principal, or in fact to advance at all, because it is only got by a sacrifice of self-respect. I know a vice-principal who "tramped his ward" daily for four or five years, then got into another ward and tramped that about as long hunting up and making "influence." He went into stores, groceries and even saloons (for segars), called on ministers and leading people incessantly, hung around the Trustees and Inspectors—and all to be ready when the principal left or died to get into his shoes. He has now got nearly through with the ward he is in, and is in good running trim. I draw from this the conclusion that our honest vice-principal who stays at home and gives his mind to his school don't stand any chance at all to be promoted to the principalship; it is the man who has influence who gets it. And this leads me to add, that I would rather have the influence of the "appointing ring," and Mr. Editor, you know that ring as well as I do (B. H. M.), than to be the best man in town. And finally, do you believe the best vice-principal gets appointed? I don't.

To the Editor of the New York School Journal:

I have been a subscriber to the TEACHERS' INSTITUTE since it was first published, and feel that it has aided me greatly in my school work, and also been a great help in

bringing to the aid of the cause of education here, a spirit of sympathy and union, and in causing a more careful examination to be given to the educational system of our State. The Madison County (N. Y.) Teacher's Association convened at the Union School Building, in the village of Chittenango, Friday the 19 inst., and continued in session two days. The exercises throughout were interesting and profitable.

The attendance, though small compared to what we hope for the future, was very encouraging in view of the recent organization of the Association, as it has not been in existence quite a year, and bids fair to increase both in its numbers and usefulness. A faithful few are always at their post of duty, and in consequence our meetings are very interesting. The different branches taught in our common schools are taken up and the best methods of presenting them discussed. I wish that every teacher in the State could be found in the Associations and at the Institutes as often as practicable, and take the TEACHERS' INSTITUTE in the bargain; for I think that every opportunity that tends to a practical advancement in your profession should be embraced by us all.

But we have yet "to labor and to wait," while the whole great system of the education of the people is gradually but surely undergoing its world-wide revolution.

Wishing you continued success in the work for which you seem so evidently fitted, I am, very respectfully yours,

N. S. A.

To the Editor of the New York School Journal:

Enclosed please find one dollar for the TEACHER'S INSTITUTE, (another year's subscription.) I cannot do without it. At what degree of advancement should map-drawing be taught and how?

A. M.

(Both remittance and question are very acceptable. The subject of Map Drawing is discussed elsewhere, but it may be said here that the first lessons in geography (or rather Place) should be from the black-board. Hence map drawing should be begun very early in the primary classes. For example, you determine to give some instruction in Place. You draw a plan of the school-room, and let them copy it or their slates. Next comes a plan of the town, the main streets and buildings (supposing it to be a village), or the road and the stream, (supposing it to be a district.) Draw these neatly and explain them brightly; let the pupils do the same. Go next on exploring expeditions, north, east, south and west, and develop the idea of a county as having several towns (like a house having several rooms.) Do not spend too much time on the other towns; they should know those that touch their own town, thus: If you go north you go into A—, if east into B—, etc. An outline map of the county should be made and hung up and talked over a good deal.)

To the Editor of the New York School Journal.

I note an article by "A. J. W., which I heartily endorse. To be able to write an article of this kind, a man must have had a good deal of experience and been a careful observer. The school master is considered by not a few as a necessary evil to be tolerated because it is the will of the many, and not because any good can be observed. The methods of our "forefathers" are remembered and descanted upon to the detriment of all modern methods. In fact he is the centre of all the shafts that will not hit the "minister" or "select man." One thing more: I have waited for you to make some movement toward the new spelling. I supposed that you at least would give one column to this, but as yet I have not seen a single word; not mentioning a column. It cannot be that you only say these things for others to do. I would like to have some assistance in this matter, and when I begin to teach the "new method," I would like to have the N. Y. S. J. to fall back on in case of censure. Thanking you for the many good hints and valuable information, I remain

A. J. WILSON.

TWO PRESENTS TO CENTRAL PARK.—Miss Kate Field, as female lecturer and writer, has just returned from England, and brought with her a slip from the Shakspearean mulberry tree. Miss Field presented it to Central Park of New York where it is to be kept in a hot house until April 23d, the poet's birthday, when it will be planted with appropriate ceremonies. The Park has also received another present—one that has a story connected with it. While the steamer Egypt was coming across on her last trip to New York, a strange bird appeared suddenly in mid-ocean and flew about the ship so peculiarly that the sailors became afraid. English sportsmen on board wanted to shoot it but were prevented. Finally the bird alighted on the mast, and was caught by a sailor. The stranger turned out to be a splendid Arctic owl, probably blown south by a severe northerly gale. Such a thing as an owl in mid-ocean is most extraordinary. The bird has been given to Central Park, and being very wise looking, has been christened "Kate Field" by some of that lady's admirers.

BOOK DEPARTMENT.

NEW BOOKS.

OUTLINES OF "MODERN ORGANIC CHEMISTRY, by C. Gilbert Wheeler.

Prof. Wheeler is the author of several very valuable scientific works. He is an enthusiast in his profession, and a skillful teacher. As a writer he is exact and clear. This work contains enough to enable the student to gain a general knowledge of the subject, while it does not present all the technical details in relation to certain rare compounds. It is concise in its methods and form of expression. It uses the centigrade thermometer and the metric system of weights and measures. It is beautifully printed on tinted paper.

THE EGOTIST. By Henry T. King. Claxton, Remsen & Haffelfinger, Philadelphia.

This is an original and earnest book. It will please those who go to books for counsel and comfort, under the manifold trials and toils of life. It is eminently original, and full of practical wisdom. The author has penetrated deeply into the human heart, and his sentiments are the product of profound thought. The book is written in vigorous English. It is a series of outspoken and manly pleas in behalf of right living, scrupulously honest dealing, and courageous battling in behalf of ideal truth and justice. It is especially noteworthy that Mr. King makes no distinction, and makes it evident that he sees none, between public and private morality.

THE PRIZE SPEAKER. By George M. Baker. Boston: Lee & Shepard.

Numbers, Five, Six, Seven and Eight of the "Reading Club," which M. Baker edits, have been bound together to make the "Prize Speaker." There are nearly two hundred selections in poetry and prose, humorous, pathetic, and patriotic. They are useful in reading clubs and for school exhibitions and entertainments.

A DAY WITH A DEMON. By Mrs. Julia McNair Wright. New York: National Temperance Society. Price forty cents.

The writer of the above is well known in temperance literature. Several of the widest circulated books on temperance are from her pen. The present one relates the incidents of a single day of observation and inquiry, connected with moderate drinking, which involved great danger, the value of prohibiting legislation, and the importance of total abstinence.

MAGAZINES.

Harper's for April has an article on "Music and Musicians in England," by Mrs. John Lillie, with portraits of Joseph Joachim, Joseph Barnby, Sir Julius Benedict, Antoinette Sterling, George Henschel and Sir Michael Costa. Two descriptive papers are on "Some Pennsylvania Nooks," by Mrs. Ella Rodman Church, and "La Villa Real de Santa Fe," by Ernest Ingersoll, and "The Swiss Rhine," by S. M. H. Byers, each of these being illustrated. Mrs. Mary Treat describes the tiger and and turret spiders, in "Home Studies in Nature," which is illustrated by J. C. Beard. Two of the best short story writers, Phoebe Yates Pemberton and Virginia W. Johnson, are represented by "Mr. Witherton's Romance" and "An Easter Card." There are several other papers which makes this number a perfect one for timeliness in the choice of articles.

The illustrated serial on "Peter the Great," now running in Scribner's is proving very attractive. The April number gives a good instalment of this, as well as Mrs. Burnett's novel, "Louisiana." Mr. Sidney Lanier proves himself a musician as well as a *litterateur* in his short paper on "The Orchestra of To-Day." Mr. Theodore L. De Vinne begins a series of articles on printing. Ernest Ingersoll writes of "Rocky Mountain Mules." H. H. has a narrative poem, "Fia Luigi's Marriage." Mr. H. C. Hovey has an account of explorations in Indiana caverns. The short story is by Mrs. Julia Schayer, and is entitled "A Summer's Diversion."

The April Atlantic opens with Mr. Thomas Bailey Aldrich's "Stillwater Tragedy," first to the fifth chapter. Harriett W. Preston writes about "A Woman of Genius." Geo. Parsons Lathrop contributes a criticism on "Coleridge as Poet and Man." A short story by Rose Terry Cooke, "Clary's Trial," gives us in a pleasant way some ideas of old New England life. "Recent German Fiction" forms the criticisms on literature for this month. The "Records of W. M. Hunt," by Henry C. Angell, will give new details of the life of this artist.

FOR THE HOME.

A Hero.

By MISS MULOCK.

The examination lasted several days, for there were a great many classes in the High School. We boys insisted on going to all, and we tried hard to persuade my aunt to do the same. However, her interest did not extend beyond her own sons, so she staid at home until the last morning, when Norman coaxed her out to see the performance of the writing-class.

It was early on a clear autumn day, and Glasgow looked cheery and pleasant. Very merrily did we go down Buchanan street, my uncle and aunt first, and we three lads following.

On the High School staircase a little incident occurred. My uncle suddenly turned round and called his eldest son.

"Norman, I quite forgot to ask you about your Greek verb, over which you were so anxious. Did you get it finished all right?"

"Yes," said Norman briefly, glancing toward his brother, who luckily was not within sight of hearing.

"Do you think you have a good chance of the medal?"

"I—I don't know."

"Never mind, do not be shy about it," said the father, kindly. "I am sure you have tried your very best, my boy—I do hope he will get the medal," added Uncle McIlroy, turning to his wife, "for I know how the lad's heart has been set upon it all this year."

I looked at Norman, and Norman at me. This was a view of the case which I at least had altogether overlooked.

"What," said I, "if Hector—"

"Hold your tongue, stupid!" muttered Norman. I knew he must have been in what we called "a state of mind," or he would not have spoken so rudely. I could not tell what to make of him. But then Hector came leaping up-stairs, and we all went into the writing-room. All I think, except my uncle, who had business elsewhere.

The writing class made a capital show. We passed down table after table all covered with fine specimens of calligraphy. There were copy-books numerous enough to have been the work of all the young scribblers in Glasgow put together. Hector went merrily down the line, showing off all to his mother, making jocular remarks on everything and everybody in the room, which was half full of masters, parents and ladies. With these latter Hector McIlroy was always quite a little beau, being so handsome, ready-witted and gay. His brother Norman kept rather in the shade. He was generally very quiet-mannered with strangers. More than once I saw him stand quite still and thoughtful, making believe to look at the copy-books; and then came across me his father's words; "His heart has been set upon it all this year." I couldn't understand my cousin Norman yet.

One of the masters, who was very polite to my aunt, now guided her to the farther end of the room; where, he said, was something that would afford her great pleasure. There, hung against the wall in all their glory, were the important Greek verbs. Hector leaped forward with a flushing face—Norman hung back.

"It is not often our writing class is so adorned," said the master, evidently looking with great pride on the fair white card-board sheets, on which the beautifully written Greek meandered in rivers of moods and tenses, a network of confusion, yet when one came to examine, proportioned in the most perfect order. "I was sure you would admire it, madam," continued the teacher smiling, "yet these two are much inferior to the one just beyond. Will you look?"

My aunt did so, and hardly repressed an exclamation of delight when she read, at the corner of the card-board, "Hector McIlroy."

"My dear boy, how beautiful—how exquisite! When did you do it? Why did you never tell me?" But Hector was too pleased and proud to answer any of these questions. He could not take his eyes from his own handiwork, which was so much more successful than he had dared to hope.

"Indeed, I must congratulate you, Mrs. McIlroy," said the polite writing-master. "There could be no doubt of Hector's winning the medal, except for one possible rival—your other son."

He pointed to the last of the four verbs, which was Norman's. Hector started, and rushed to examine it. So did I. We were both struck with a cold fear, a fear so ungenerous, that meeting each other's eyes we both blushed for the same.

"It is—very—beautiful," at last said Hector, boldly, though I saw how his face had changed.

"Very beautiful, indeed," repeated the mother, looking uneasily at each of her boys. I never knew any parent so guarded in showing preference. "Both seem so good, I can hardly tell which is best."

"That is what all we masters say. The decision will be tough, I think; and upon my word, I am glad that judgment rests with the principal, for I should be fairly puzzled. There can be no doubt, if Master Norman's were not there, Master Hector's verb would be successful, still, as it is. However,

madam, I must congratulate you once more on both your sons."

My aunt bowed, the master bowed, and we passed on. All but Hector, who still leaned on the table, looking from his brother's work to his own, and then back again. His rosy face had turned all colors; his mouth had sunk in; he was evidently in extreme agitation. I don't know how Norman felt, or looked, or did. I only saw Hector. At length the latter touched my shoulder. "Come out, Phil, I feel so stupid, so dizzy." He looked up and saw his brother lagging behind anxiously. "Get along, Norman! Do not be staring at me."

These were the first words of anger the poor lad spoke.

We were invited that day to lunch with some old ladies, who lived beyond Glasgow Green; and there being no reason to the contrary, we went. Norman walked with his mother, and Hector with me. We did not speak a word the whole way. This was such a new thing with Hector, always so loud and passionate in his troubles, that I began to feel quite frightened. He had evidently taken the matter very deeply to heart. I feared that in his silence he might be harboring the bitterer wrath against his brother; but it was not so.

The old ladies gave us all sorts of good things, and wondered very much that we three hearty lads did not consume all before us. But for once in a way we were not inclined to eat. For myself, I felt as if the rosiest apple in the dish would have choked me like sawdust.

It was a great relief when we turned out into the garden to gather apples for ourselves.

At first the two brothers diverged apart, each taking an opposite path, Hector pulling the leaves of gooseberry bushes, and Norman walking quietly on, his hands in his pockets, until by some sudden turn the two paths met, and the brothers likewise. The elder put his hands on the younger's shoulders, and looked him in the face—so kindly—so sorrowfully!

"Hector!"

"Well, Norman!"

"You are not vexed?"

Hector paused, and at length said, sturdily, though it must have cost him much, "No, I am not. It's a fair fight—quite fair. If I lose, I lose."

"That is not sure yet."

Hector brightened up, but only for a minute. "No, no! However, if I must be beaten, it is better to be beaten by you; mind, I acknowledge that. Now we'll talk no more about it, it makes me sick."

He did indeed look very wretched and ill, and soon his mother saw it would be advisable to take him home, and let his feelings grow calm of themselves. I thought I had better keep out of the way, so I walked back alone, Norman having already started. Nobody knew wherefore—but he was such a strange boy. Passing by the High School I thought I would just go in once more, to judge for myself, quietly and alone, which of the two Greek verbs had the best chance. It was getting almost dark, and many of the masters were leaving. In the writing-room were a few figures moving about with lights putting by the copy-books, and taking down the ornamental writing that was fastened to the walls. One of the junior masters was in the act of rolling up the Greek verbs.

"Stop a minute, please, Mr. Benton, let me take one more look."

"And me, too," cried another lad, rushing up the room quite breathless. It was Norman.

Seeing me, he started back surprised, and, as I thought, a great deal confused, but soon recovered himself. We looked together at the two sheets—we and the master. There was no doubt which verb was done the best—even if Mr. Benton had not said so.

"Yes, you will surely get the medal, McIlroy; still, I'm rather sorry for your brother Hector. Hey, there!"—as somebody happened to call him—"Lads, stay here a minute. Only mind the candle and ink-bottle. Norman, that is your own verb you're holding—take care!"

I looked at my cousin for a minute—he was extremely pale, and his eyes were fixed with an inexplicable expression on his work—done with such patience, hope and pains. He regarded it so lovingly, that, remembering Hector, I felt quite vexed and walked away.

A minute after, there was a great splash—crash—ink-bottle and card-board rolling together on the floor. The master came up in a passion, but it was too late. The fair white sheet was covered with a deluge of ink. One of the verbs was irretrievably spoiled.

"It's my own, only my own," stammered Norman. "I did it myself, acc—"

He might have been going to say accidentally, but stopped, for it would have been the first lie he had ever told. The moment I looked in his face, I felt convinced he had turned over the ink-bottle on purpose.

Having done it, he stood shaking all over, as nervous and agitated as a lad could be; but Mr. Benton and the other masters were too busy and angry to notice this. They merely called him a "careless goul"—and thought it a just punishment that he should have only ruined himself.

"Your brother Hector is sure of the medal now, and I'm glad, for he deserves it," said one.

"Now, if you had his verb in your hands, the case would have looked suspicious against you," said another. "But nobody would be such a fool as to go and destroy his own work, except by accident."

"A pretty figure you'll cut on the prize-giving," observed Mr. Benton. "And what will your father say?"

The poor fellow winced. I ran up to him—"Oh, Norman, Norman!" He saw from my looks that I guessed all.

"Hush, Phil!" and he clutched my wrist as tight as a vise "If you ever tell, I'll—"

What savage purpose he meant—declaring it with that broken, tremulous voice—I never knew. I only know that he somehow dragged me after him into the open air, and that there, quite overcome, we both sat down on the stone steps, and, I believe, big as we were, we both cried.

Norman made me promise that I would never "let on," as he expressed it. I never did, until this day.

I have little more to tell. I only remember, next day, sitting in a crowded church (they usually give away the prizes in the Kirk, in Scotland), seeing boys' faces filling every pew, and midst them all discerning clearly but one face—my cousin Norman's; hearing a long droning speech; watching a long line of boys winding up one aisle and down another, past the perceptor's desk, where they each bowed, got something and vanished; listening for the name "Hector McIlroy," and seeing him go up rather gravely, and coming back so handsome and pleased, wearing the red ribbon and shining medal. As he did so, I mind above all, catching the eye of my cousin Norman, that gray eye—so soft—so good, though the mouth was a little quivering, until at last it settled into a quiet smile. Then I felt very proud to think that in the whole assembly, nay in the whole world, he and I alone knew—what we knew. And looking at him, as he sat there so quiet and unnoticed, I felt prouder still to think that I had learnt one thing more—I had discovered a real hero.—*Scholar's Companion.*

Workingmen.

Before you begin your heavy spring work after a winter of relaxation, your system needs cleansing and strengthening to prevent an attack of Ague, Bilious or Spring Fever, or some other Spring sickness that will unfit you for a season's work. You will save time, much sickness and great expense if you will use one bottle of Hop Bitters in your family this month. Don't wait.—*Burlington Hawkeye.*

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of all descriptions are relieved at once, and speedily cured by Kidney-Wort. It seems intended by nature for the cure of all diseases of the kidneys caused by weakness and debility. Its great tonic powers are especially directed to the removal of this class of diseases. Try it to-day.

Low Prices for Butter.

The New York Tribune in its market report, explained why some butter is sold for such low prices. In speaking of butter it said "Light colored goods are very hard to dispose of, and several lots were thought well sold at 8 to 10 cents." If butter makers would get the top price, they should use the Perfected Butter Color, made by Wells, Richardson & Co., Burlington, Vt. It gives a pure dandelion color and never turns red, or rancid, but tends to improve and preserve the butter.

AN insect which produces a species of India-rubber has been recently discovered in the district of Yucatan, Central Africa. It is called *neen*, and is of considerable size, yellowish brown in color, and emits a peculiar oily odor. The body of the insect contains a large proportion of grease, which is highly prized by the natives. When exposed to great heat the lighter oils of the grease volatilize, leaving a tough wax which resembles shellac, and may be used for making varnish and lacquer. It is said that this wax when burnt produces a thick semi-fluid mass, like a solution of India-rubber.

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FOR DYSPEPSIA, NERVOUSNESS, ETC.

I have prescribed Horsford's Acid Phosphate and am very much pleased with what I have seen of its action, and purpose using more of it as occasion requires.

TURNER, LL.

A. C. COTTON, M. D.

Believe nothing against another but on good authority; nor report what may hurt another unless it be a greater hurt to conceal it.—PENN.

THE attention of our readers is directed to the advertisement of the New York and London Book Co., in another column. This firm is located on the most fashionable part of Broadway near 28th st. and their store is a gem of neatness. They have a fine assortment of books which are offered for sale at reasonable prices. For further information see advertisement *Bargains in Books.*

BRAIN AND NERVE FOOD. VITALIZED PHOSPHATES.

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F. CROSBY, 666 Sixth Avenue, New York.

Another New Jersey Fossil Sea Serpent.

The jaws and a portion of the vertebrae of a fossil sea serpent (*Pythonomorpha*) were found not long since in a marl pit at Marlborough, New Jersey. Professor Lockwood estimated the length of the living serpent to have been from 40 to 60 feet—considerably less than that of a previously discovered specimen. Tooth-marks on the bones indicate a grand feast of ancient fishes when the dead monster "lay like a great wreck on the old ocean bed." The teeth, though formidable, are about half the size of those of the 80 foot specimen previously discovered.

Not a Beverage.

"They are not a beverage, but a medicine, with curative properties of the highest degree, containing no poor whiskey or poisonous drugs. They do not tear down an already debilitated system, but build it up. One bottle contains more hops, that is, more real hop strength, than a barrel of ordinary beer. Every druggist in Rochester sells them, and the physicians prescribe them,"—*Evening Express* on Hop Bitters.

Leif Ericsson's Wild Oats.

Mr. Ernest Frolich, of Christiania, Norway, thinks that he has found in our Indian rice a living proof of the truth of Snorre Sturleson's history of Leif Ericsson's visits to this county nearly nine hundred years ago. The voyagers reported finding in Vinland not only an abundance of wild grapes, but a kind of grain which they called wild oats, growing plentifully along the marshy river sides. This grain, which they said the natives used for food, can be no other he thinks, than the well known Indian rice, or wild rye (*Zizania*), which grows almost everywhere along the swampy borders of our coast streams as well as around inland lakes and ponds. Mr. Frolich proposes to follow the example of our Western game preserving associations, who are sowing wild rice in our marshes for the benefit of wild fowl, by sending home seed for planting in Norwegian marsh lands and moors.

Guard Against Diseases.

If you find yourself getting bilious, head heavy, mouth foul, eyes yellow, Kidneys disordered, symptoms of piles tormenting you, take at once a few doses of Kidney-Wort. It is nature's great assistant. Use it as an advance guard—don't wait to get down sick.

Habits of Fishes.

It has long been known that fishes return to about the same place in the same rivers to spawn, but it is a recent discovery that they go up the left hand side of the stream and coming down take the opposite side. Fishermen may be benefited by remembering this.

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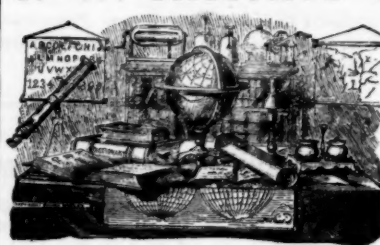
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